LDC Program Review – Annual Discipline Update for 2020-2021 PART B

SECTION 1: BASIC PROGRAM/DISCIPLINE INFORMATION

SAC Name: Integrated Studies

Disciplines included in this SAC: Humanities, Interdisciplinary Studies, International Studies,

Religious Studies

SAC Chair(s): Martha Bailey, Emily Herff

SAC Administrative Liaison: Christopher Rose (at the time this was due)

Other Division Dean(s): Cheryl Scott, Julie Kopet

Department Chair(s): Justin Elardo, Chris Edwards, Ivan Kidoguchi

Classes/Services offered at: <mark>CA</mark> / <mark>RC</mark> / SE / <mark>SY</mark> / NB / HC / WCC / Metro / CLIMB
Other:

For program staffing information (completed by division deans and administrative assistants), see the Appendix to Section 1.

SECTION 2: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

2A. Assessment Reports

Please note: The following questions link directly to your Focal Outcome Report (CTE) and Assessment Plan (LDC) for the Learning Assessment Council. Feel free to cut and paste between this document and your other assessment documentation.

2A1. Which student learning outcomes from your SAC's available courses will you assess this year and will you use direct assessment strategies?
(These can be larger, program-level outcomes or course-level outcomes from your CCOGs).
We will assess the signature assignments in Integrative Learning (for courses in HUM, IDS, R) and Critical Thinking (for INTL), for those respective student learning outcomes. These assignments are given to students as part of their coursework

2A2. Which courses do you plan to assess this year; how and why will your SAC choose the sections?
We requested artifacts of Signature Assignments from all sections of all courses that have been approved for Gen Ed. Our desire is to determine how well the current signature assignments function in demonstrating student learning. Are we getting the kind of work back that we expect? Do we need to make any changes in the assignments or the instructions provided to students?

2A3. In general terms, describe the assessment project for the year from implementation to data collection. What steps will you take in carrying out the project?

1. Highlight signature assignments in Fall SAC meetings, and via email.
2. Create folders in Google Drive for collection of artifacts through the year.
3. Provide periodic reminders to faculty to submit artifacts.
4. Assess artifacts against the appropriate rubric, using a normed-assessment process.
5. Produce report of results.

Note from Program:

2B. Response to LAC Assessment Question

Please respond to the question below, which relates to your SAC's 2019-2020 Learning Assessment Report to the Learning Assessment Council (LAC).

Context Statement

Integrated Studies did not submit a Learning Assessment Report to the LAC in 2019/2020.

Question: How will the SAC assess student outcomes if remote instruction continues for a longer than anticipated amount of time into the 2020-2021 academic year?
SAC Response: See the plans for Learning Assessment provided above. The project can be completed without any face-to-face work. We are better prepared for assessing remotely than we were when we had the sudden changes of Spring 2020.

SECTION 3: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

Is there anything you would like to share about your SAC/discipline at this time? (E.g. notable achievements, challenges, issues, broad goals, additional context). **Please limit the response to 300 words.**

We have NO full-time faculty with primary assignments in this SAC. This leads to concerns about how classes will be scheduled under the reorganization.

The HUM 100 faculty have been discussing how to fit HUM 100 into the proposed ACP/FYE. HUM 100 is ideally situated to be an interdisciplinary course that is easily incorporated into a student success series. It can be adapted to multiple pathways and used to teach skills and promote student success. If HUM 100 is developed as a FYE course, it would easily address issues of implementation of an FYE program, in line with the programs offered at PSU, and OUS generally as part of their onboarding and success series. As an FYE, HUM 100 course offerings would expand, provide a framework for other classes in HUM, and contribute to the college model

The primary online instructor of R 210, World Religions is retiring, and we have been approached by Online Learning about having an instructor team develop a new online course shell. We are waiting for further developments in that plan.

The International Studies faculty are hopeful that the one college model will expand offerings as an interdisciplinary subject area. The instructors have brought a number of international speakers to the class and invited others at PCC to hear their presentations. There is a long-standing transfer relationship with Portland State University International Studies department, as well as individual professional relationships of the INTL faculty with the other Oregon State Universities (OSU, UofO, Western Oregon, SOU, Willamette, Lewis and Clark). These connections allow on-going discussions on transferability and possible additional INTL courses at PCC. The INTL faculty include a part-time faculty member who is the volunteer liaison for the Model UN student group. The faculty also are involved with the work of the Internationalization Steering Committee.

SECTION 4: PLANNING

You may add rows to the tables below, but please limit responses to this section to two pages.

4A. New Discipline Objectives

Based on the results of your reflection from Part A (Year 1), list any new objectives for the next two years.

Objective	Implementation Timeline	Progress Measures
Time and support for working together across four small discipline areas, now that SAC has reconstituted with these disciplines	2021-2022 School Year	1. Connections built between faculty, across disciplines and locations 2. SAC Goals and Objectives defined and assessment plans built
Write a proposal for the HUM 100 FYE option	2021	Creates a more diverse HUM program and integrates it into the FYE and one college model. Makes it possible for Integrated Studies to gain more representation and possibly a full time position.

Comments on or context for Objectives:

1. We need time to work outside of a SAC Day, in order to pull in more faculty--some of our faculty have to be in the primary SAC meetings on SAC Days

4B: Resource Requests

List below any resource requests and indicate if these are needed to meet the objectives noted above. ***Please list in priority order.***

We are not making any resource requests at this time.

Resource Request	$ Needed*	Related to which Objective?	Type of Request (check the appropriate boxes)				
			FT Fac or Staff	Facilities or equip	Other	Ongoing	One time

*An accurate dollar amount is important to inform planning; please work with your Division Dean to get an accurate estimate of the funding needed.

4B1. How will the resource requests support the discipline's challenges and the objectives identified above?

4B2. Aside from financial support, what do you need from administration in order to carry out your planned improvements?